DOCUMENT RESUME

ED 401 977 JC 970 013

AUTHOR Dixon, P. Scott
TITLE Evaluation of the Assessment of Student Needs, Spring 1996.
INSTITUTION College of the Canyons, Santa Clarita, CA. Office of Institutional Development.
PUB DATE Jul 96
NOTE 25p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Delivery Systems; *Employee Attitudes; *Information Dissemination; *Information Services; *Needs Assessment; *Referral; School Surveys; Student Needs; *Student Personnel Services; Two Year Colleges; User Needs (Information)
IDENTIFIERS *College of the Canyons CA

ABSTRACT

In 1996, a project was undertaken at California's College of the Canyons (CoC) to evaluate the matriculation process for assessing students' needs. Interviews were conducted with service department heads at the college regarding procedures for notifying students of existing services and any recommendations for improvements. In addition, interviews were conducted with personnel at Moorpark College and Glendale Community College, two local colleges, to determine procedures and recommendations for improvement. At CoC, information on student needs is gathered by using the Computerized Assessment and Placement Program (CAPP) and the Student Information Update (SIU). A CAPP is completed only once, but the SIU is filled out every semester that students register for classes. In general, CoC department heads were not aware of the SIU, but would welcome having access to it every semester. They reported that the students that they serve usually learn about their services via word of mouth. Recommendations for improvement focus on using new technology, such as computer kiosks for students to access their applications, a CoC Internet home page, or expansion of the current telephone registration system. Finally, administrators at Moorpark College indicated that they have been using a system similar to that at CoC, while Glendale Community College uses forms similar to the SIU. Contains summaries of each department head's responses. The CAPP and SIU forms are appended. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 977

College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Evaluation of the Assessment Of Student Needs

Spring 1996

by

P. Scott Dixon
For the Matriculation Committee

July 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. Mattice

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 970 013

BEST COPY AVAILABLE

College of the Canyons'
Evaluation of the Assessment of Student Needs

July 1996

INTRODUCTION

The Matriculation Research/Evaluation Projects for Faculty, 1995-1996, required that an evaluation be made of " the matriculation process for assessing students' educational needs, referring students to specialized support services and programs, ... and [assessing] the degree to which students received the specialized support services to which they are referred. Matriculation documents and procedures will be reviewed and interviews conducted with managers responsible for specialized support services."

This investigation was performed in two steps. First, service department heads from College of the Canyons were interviewed. They were asked to relate current procedures for notifying students of their services, as well as for recommendations for improvements in the delivery system.

Second, personnel from two local community colleges were interviewed to ascertain current procedures and recommendations for improvements in their delivery systems.

COLLEGE OF THE CANYONS

BACKGROUND

Currently, information regarding student needs is gathered from two forms: the Computerized Assessment and Placement Program (CAPP), and the Student Information Update (see copies at end of this report).

The CAPP form is used in a computerized scoring system for purposes of the administration of reading, writing and math placement tests. The CAPP form asks for specific data about the student, including demographic information, educational background and plans, and whether the student would like information about college services.

All students who are not exempt must take these placement tests. Exempt students are those who have an AA degree or higher, or who are taking classes for certificates or non-degree courses.

The CAPP is completed only once. Thus, students who took placement tests at another institution are not required to complete the form again. The CAPP has been

administered at College of the Canyons for five years. A database is maintained in the Computer Center (MIS).

Since the CAPP is completed only once, its usefulness as an up-to-date source of information on student needs is limited. If a student's situation changes after completing the CAPP form, the college would not automatically be alerted. Also, if the student completed the form at another institution, the college would not automatically be supplied with such information.

The Student Information Update form requests information similar to the CAPP. The primary difference is that students must complete the Student Information Update during application to the college, as well as each semester they register for classes. As with the CAPP, this form is machine scored and added to the student database. The Student Information Update allows a regular update regarding students' statuses and needs.

Telephone registration has made the face-to-face interaction with students during registration unnecessary, as well as the request for a new Student Information Update. Glendale Community College is proposing some interesting solutions to this problem. Please see that section of the report for elaboration.

MAJOR QUESTIONS

Interviews with college personnel adhered to the following general outline:

(1) Are you aware that students are asked whether they need information about

services offered by your department, and that the information is being collected, stored in a database and available to you?

(2) If yes, do you request a report from the Computer Center listing students who have requested this information?

(3) If yes, what do you do with this information? For example, do you write a letter to students informing them about your department and the way in which they can get help? Do you then make an appointment with the student?

(4) If no, how do students find out about your service(s)? For example, do they hear about your department through word-of-mouth? Are your clients primarily walk-ins?

(5) What records do you keep regarding the service(s) you provide to students? Do you keep records on both individuals and in aggregate? Do you keep hard copies and/or electronic ones?

(6) Do you have any suggestions for ways to improve the information system which will, in turn, improve delivery of services to students in need?

INTERVIEW RESPONSES

Albert Lopez: Computer Center

All students must register each semester and fill out a Student Information Update.

Some register but do not take classes, so the Computer Center enters approximately 7,000 into its database. This Fall, Student Telephone Assisted Registration (STAR) precludes face-to-face registration. Therefore the Student Information Update will be administered in the classrooms. If, for some reason, students do not complete the form, an "update hold" will be placed in the student database records. This won't stop students from getting their grades, but it will flag their records and alert staff who access the database to the fact that information is missing from their files.

The information generated by the Student Information Update is given to department heads on a request-only basis. To the best of Mr. Lopez's recollection, only one department requested the report last semester.

If automatic reports are mandated, the impact of time on the Computer Center would be highest for the first semester because initial run programs must be written. This would take approximately 12 hours. A total of three hours would be required to generate a list of students and mailing labels for the departments each subsequent semester.

Debbie Barstow: Admissions and Records/CAPP forms

Ms. Barstow asks for CAPP forms for all students who take placement tests. She runs all CAPP forms through the Scantron scoring machine in her office and stores the data on hard drive. Albert Lopez, from the Computer Center then transfers it to a floppy, uploads it to the mainframe updating the database.

Barstow generates a list of students who indicate on the CAPP form that they would like further information about specific support services to the following people:

-- Beth Asmus, Financial Aid

-- Carol Rainwater, Job Placement and Career Planning

-- Rose Marie Walrath, Disabled Student Services and Learning Disabilities

-- Stuart Ferdman, EOPS

-- Dena Maloney, Work Experience

-- Jan Smith (new in the position), Transfer Center

Bruce Pelky: Learning and Physical Disabilities

Mr. Pelkey advised that his office automatically gets a report consisting of a list of students and their phone numbers. Pelkey's staff then telephones each student on the list.

He reported, however, that most of the people served are self referred. They come in, produce identification, fill out the forms, and, if appropriate, receive the status and all the rights therein. Individual Education Plans are then developed for those students. Hard-copy files are maintained on each student. Computer files are not kept.

According to Ms. Feurerhelm, Learning Disabilities Specialist and assistant to Pelkey, and department secretary, Rose Marie Walrath, said that they get a report regularly from Debbie Barstow, in admissions and records. The last list received from

Barstow contained about 10 students, citing names, addresses, phone numbers, and social security numbers. Walrath sends a brochure to each person on the list.

Neither Feurerhelm nor Walrath were aware of the database maintained from the Student Information Update. However, they report they would use it along with the one received from the CAPP database to mail out brochures. They believe that both lists would be very helpful.

Rebecca Lord: Tutoring

Rebecca Lord retired at the end of the Spring semester. Nevertheless, she was helpful and candid in her interview.

Ms. Lord did not automatically receive a report reflecting information from the Student Information Update, nor was she aware that that information was available. Although she kept records in a database on the individual students served by her department, she produced reports containing aggregate information only.

Typically, students come in to the Instruction Center on a drop-in basis for help with math and English. Tutors are sometimes hired for specific classes and students make appointments to see them. She said that knowledge of her services was generally spread by word of mouth. Additionally, instructors must give permission for students to receive service, and must sign a consent form provided by TLC.

Lord reported that a regular, automatic report of students from the Student

Information Update would be helpful. If the number of students were not too large, they could be contacted by letter or telephone. However, she said that she had been successful in creating a "TLC" atmosphere which probably would continue to attract students via word of mouth to a much greater degree than direct contact by departmental staff.

Nevertheless, she would welcome any opportunity to increase the availability of her services to students in need. In addition, she felt that the subsequent increase in ADA funds generated by her department would be helpful to the college.

Marilyn Van Aken: Personal Counseling and Health Services

Ms. Van Aken does not automatically receive a report reflecting information from the Student Information Update, nor was she aware that the information was available. Most of the students who receive her departments' services are generated on a walk-in basis.

She keeps a chart on the students who are served. These records are not computerized. Although she reports aggregate data, confidentiality precludes divulging information on individual clients. Such reports include hand-tallied, statistical information for first visits, repeat visits, and breakdowns on treatment, such as TB tests, and dissemination of information.

Van Aken felt that regular reports reflecting information from the Student Information

Update would be helpful, exposing more students to her departments' services. She would use the report to notify the students identified by postcard and telephone, given that the number of students listed was not too large.

Sue Brent (acting for Dottie Duncan): Admissions and Records/Veteran's Benefits

Before the advent of the Scantron system, Ms. Brent entered the Student Information Updates, and/or tallied them by hand. Now she collects them for Albert Lopez in the Computer Center.

Veterans are served on a self-referral basis. They indicate their status on the application and then come into the office to fill out the forms for benefits. There is currently no system in place to compare those who check off the form and those who receive veteran's benefits.

Brent's office does not currently receive reports generated from the Student Information Update. She doubts that there are any students who are not getting benefits who have them coming, although if there are some who have checked the form but have not walked in, she suggested that they could be telephoned.

Carol Rainwater: Job Placement and Career Planning

Ms. Rainwater receives a report generated from the CAPP forms from Debbie Barstow. Currently, she calls new students on the list, as well as those students with appointments to remind them of their commitment. This procedure has decreased the number of no-shows on SIGI and Eureka, etc.

Ideally, she would like a mailing list from both the CAPP and Student Information Update databases. She would like to call those on the lists to ask if they would like an appointment, although she currently does not have the staff available to implement this procedure. However, Rainwater suggested use of Federal Work Study or other available funding to hire students to help her with the calls.

Beth Asmus: Financial Aid

Ms. Asmus said that her department deals solely with financial need involving grants, work study, loans, scholarships, etc. Students don't have to be full time, but must reapply each year for services. Although EOPS is state funded and students must be full time, EOPS works hand-in-hand with Financial Aid.

She receives a list of students generated from the CAPP forms. This list contains approximately 500 names. Although she mails each a complete financial packet, the majority of students receive services on a walk-in basis.

Asmus would welcome an automatic report each semester from The Student Information Update. She anticipates that the list would quadruple the one she currently receives from the CAPP report. She would do mailings to all, until instructed not to by superiors for budgetary considerations. Duplicate mailings would be avoided by checking both databases for multiple listings. This operation could be spread out over several weeks and would require extra student helpers.

She reported that the Office of Financial Aid does not use much advertising because there is still some stigma associated with receiving financial assistance. Therefore, word of mouth and the mailings would probably be the primary ways in which students in need would be reached.

Asmus related several interesting suggestions. She would like to see a computer kiosk where students could access the progress of their application and clearly see what forms were still needed. This, she believes, would reduce the cost of postage, the impact on her staff, as well as the time between students' initial application and delivery of funds.

Also, she would like to investigate the use of application software from the Department of Education. With this software, interactions are made electronically, thus reducing the response time from six weeks to 72 hours.

Jan Smith: Transfer Center

Ms. Smith said that the transfer center is the hub of information for students who

wish to transfer to four-year colleges. She helps with articulation between community colleges and four-year institutions.

She would definitely use the list from CAPP and Student Information Update. It would help her make direct contact with students through "outreach" efforts. She would mail notices with lists of the functions available to students. She said that the Computer Center can do postcards with addresses on one side and a message on the other, which she could use to notify even a huge list of students.

Diane Stewart: Child Care

Director Joan Waller was on vacation, but made contributions to this interview through Ms. Stewart.

Currently, she does not receive a list of students from the CAPP or Student Information Update. However, she gets referrals from EOPS and New Horizons. She reaches a great deal of her clientele via word-of-mouth, walk-ins, flyers, and counseling.

Stewart said that a list of students would be used to send out mailings. Until staff is increased, however, automatic notification of students via telephone would not be practical. She suggested that one way to ameliorate the impact on her staff would be to attach a return postcard to the mailings. When the postcard is returned, her department could either call students, or mail them more extensive information.

Stewart had several suggestions to improve service to students, assuming

available funding. For example: greater exposure in the telephone book, both yellow and white pages; advertising in the local papers and the Santa Clarita Magazine; representation on the College of the Canyons Internet home page; a selection on the main telephone menu to say "Family Studies" to avoid connecting incoming telephone calls to the wrong department; and, a flyer for her department in the registration packet for students.

MOORPARK COLLEGE

Diane Sukiennik: Matriculation Coordinator

Moorpark College has been collecting information in a fashion similar to that used by College of the Canyons. Starting last semester, lists of students and address labels were automatically sent to all departments. She noted, however, that it is up to the department manager whether or not they are used to contact the students.

Once or twice a year, the Matriculation Office also automatically sends information to those students who have undeclared educational goals, and to those on academic probation. Students are apprised of the fact that research shows that an identified goal is associated with higher educational success. She advises students about counseling workshops such as one entitled "Choosing a Major." She also informs them about

classes that could be helpful, including "Student Development in Higher Education," an extended orientation class which earns students transferable credits, as well as another class entitled "Student Success."

Similar to College of the Canyons, Moorpark College has begun telephone registration this semester and will be unable to personally ask students to complete a Student Information Update at the time of registration. Moorpark anticipates the expansion of their current telephone registration system to allow automated, online queries regarding student needs.

GLENDALE COMMUNITY COLLEGE

Scot L. Spicer: Director of Planning and Research

Mr. Spicer reported that Glendale Community College collects information similar to that acquired from the Student Information Update at application and assessment, usually at the beginning of their experience. Letters informing students of services are often, but not always, sent.

In addition, at the instructors' discretion, letters are generated through an Academic Early Alert System, which refers students to services such as the learning center, counseling, etc. Beginning this year Glendale used an Early Alert System to contact students on academic probation, inviting them to a special workshop.

Spicer felt that the impact on the Computer Center to automatically send reports to department heads would be minimal.

During focus groups he has performed for the college, he found that students can become overwhelmed by the total information they are given when they apply. He said that one solution might be to simplify the process for students. For example, he suggested that colleges could generate an automatic chain of letters during students' first semester notifying them of available services. Every three weeks or so, students could receive a letter from different departments, starting, for example, with financial aid, then counseling, then the tutoring center, etc.

In addition, he suggests that the materials provided to students should be simplified. For example, he would like to see material that is less verbally dense and more visually informative, by using bullets, maps, and items that direct students to one requirement at a time. He believes that these types of simplified messages, communicated one at a time over longer periods will be much more effective for students.

Another issue that arose from the focus groups is that students who completed Glendale's 10-hour extended orientation "Student Development Class" felt greater empowerment from the knowledge acquired, than those who did not attend the class.

Spicer offered some provocative solutions to the problems imposed by STAR in getting information from students. Some community college telephone registration systems (such as used in San Diego) have the option to automatically ask students the types of questions asked on CAPP and the Student Information Update. With adequate advanced instruction via mail, students could have the information ready to input during telephone registration.

Also, Glendale is using another option this Fall. Even though registration will be over the telephone, students still are required to return a completed "Fee Payment Form" with their checks each semester. This form will contain approximately 12 questions to be used for VATEA, etc. Since credit cards payments represent only one to two percent, the bulk of students will be captured.

Spicer had one piece of advice for College of the Canyons regarding the question on the Student Information Update that addresses students' educational goals. The new "Student Right to Know" rules require that we preserve their first educational goal in our data system. He advised College of the Canyons to preserve students' first educational goal, which identifies their cohort for tracking, as required by the "Student Right to Know." Our data system should have a second "Informed Matriculation Goal" for subsequent changes indicated by students. Changing the original educational goal can be problematic in other ways. For example, if students subsequently pick an educational goal that is not eligible for financial aid, they could possibly lose their funding.

SUMMARY AND RECOMMENDATIONS

Every department manager and staff personnel interviewed at College of the Canyons would welcome an automatic report each semester of students who expressed interest in obtaining information about their departments. In addition, they would utilize those reports to notify students of their services. With the exception of the six CAPP

reports discussed above, there is no system in place at this time for automatically reporting such information.

The initial impact to the Computer Center to generate reports and address labels to all pertinent departments would be approximately 12 hours to write the programs. After that, the demand on the center's resources would be an estimated three hours each semester.

It is the recommendation of this writer to immediately require regular semester reports to be generated to all pertinent service departments using information already collected from the CAPP and Student Information Update forms and stored in databases. In addition, it is suggested that an information feedback systems, such as the electronic Student Card system currently in development, be instituted or expanded as soon as possible. It is imperative that those students who indicated a need be matched with those who actually received the service.

Finally, it is recommended that this project be expanded and repeated on a regular basis to investigate not only the status quo at College of the Canyons, but to investigate successful systems at other community colleges.

Students who indicate a need for further information are presumed to be in need of those services. Unless they walk in to the departments where services are rendered, or are somehow contacted in the various ways as reported here, it can be assumed that many are not being supplied with information or services for which they have expressed a need.

TODAY'S DATE		
MONTH	DAY	YEAR

PLEASE PRINT TODAY'S DATE

DIRECTIONS

- USE NO. 2 PENCIL ONLY
- Fill in bubble completely
- Erase completely to change

LAST NAME	FIRST NAME	M.I.

SOCIAL SECURITY NUMBER								
			–		–			
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

DATE OF BIRTH					
MONTH		DAY		YEAR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

IDENTIFICATION NUMBER (If required)						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

1. ETHNIC BACKGROUND

(Choose only one)

- American Indian/Alaskan Native
- Asian
- Pacific Islander
- Black/not of Hispanic Origin
- White/not of Hispanic Origin
- Hispanic
- Filipino
- Other

2. SEX

- Male
- Female

3. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE?

- Yes
- No

4. DO YOU HAVE A VERIFIED LEARNING DISABILITY (SUCH AS DYSLEXIA)?

- Yes
- No

5. WHAT IS YOUR ADMISSION STATUS AT THIS COLLEGE?

- New, first time in any college
- New to this college but have attended other college
- Returning to this college after absence from this college
- Continuing at this college

6. ARE YOU A VETERAN?

- Yes
- No
- Active Duty

FOR OFFICE USE ONLY

SCORE 1	SCORE 2	SCORE 3	SCORE 4	SCORE 5	READING RATE (WPM)
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
	100		100	100	

CAPP

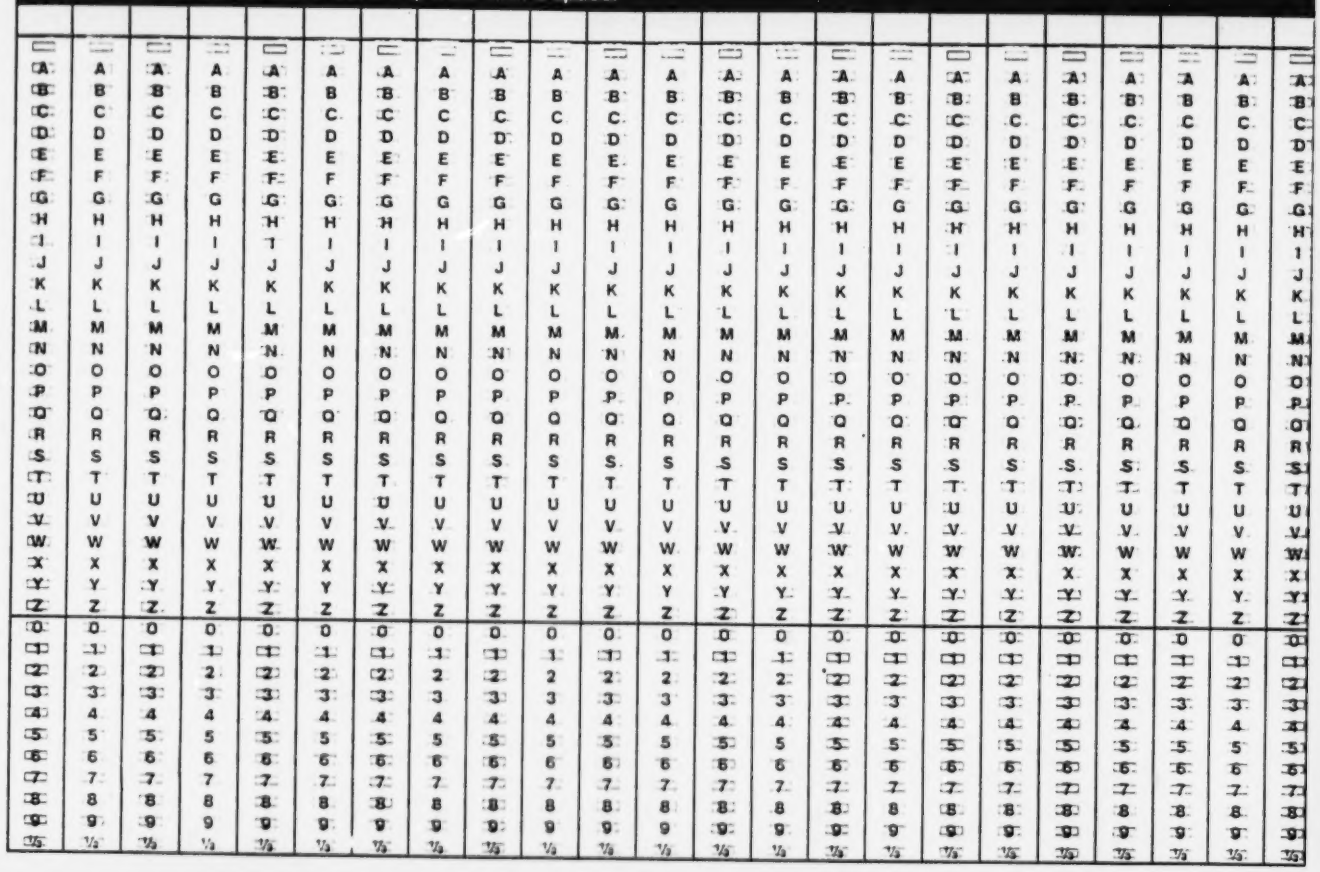
Computerized Assessment and Placement Programs

BEST COPY AVAILABLE

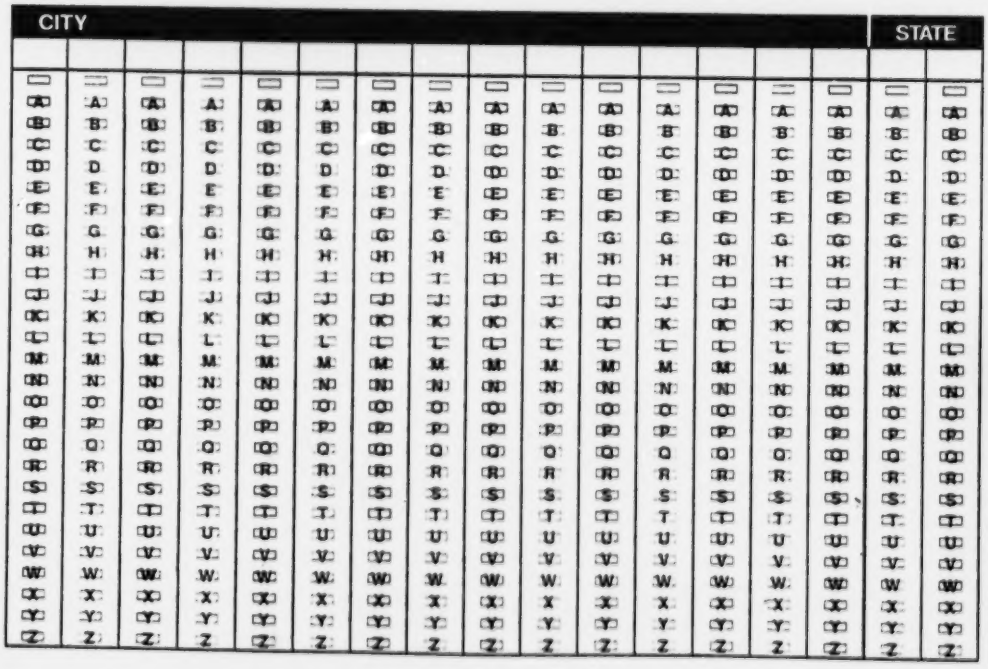
MAKE NO MARKS IN THIS AREA

195207

ADDRESS: Number and Street — Separate with a space.

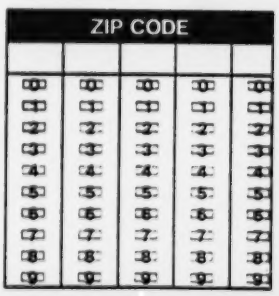


CITY



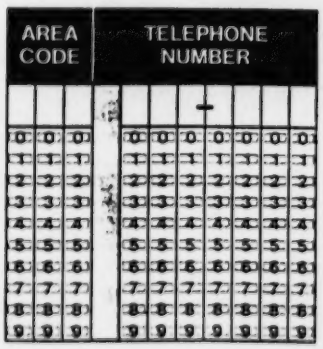
STATE

ZIP CODE



AREA CODE

TELEPHONE NUMBER



195207 MAKE NO MARKS IN THIS AREA

EDUCATIONAL BACKGROUND

7. HIGH SCHOOL EDUCATION: *(Choose only one)*

- Still in H.S.
- Not a H.S. graduate
- High School diploma
- Foreign secondary diploma
- G.E.D.
- H.S. proficiency
- Certificate of completion

8. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED:

- No degree at this time
- Certificate
- Associate Degree
- Bachelor's Degree
- Master's Degree or beyond
- Other

9. HOW LONG HAVE YOU BEEN OUT OF SCHOOL? *(Don't count or include summer)*

- Still in school
- Less than 1 year
- 1-2 years
- 3-4 years
- 5-10 years
- More than 10 years

10. HOW MANY YEARS OF ENGLISH HAVE YOU COMPLETED IN HIGH SCHOOL? *(Do not include ESL)*

- Less than 1 year in high school
- 1 year in high school
- 2 years in high school
- 3 years in high school
- 4 years in high school

11. WHAT GRADE DID YOU RECEIVE IN THE LAST ENGLISH CLASS YOU COMPLETED?

A B C D F

12. WHAT IS YOUR HIGH SCHOOL GRADE POINT AVERAGE *(G.P.A)*?

- A- to A 3.5–4.0
- B to A- 3.0–3.4
- B- to B 2.5–2.9
- C to B- 2.0–2.4
- C- to C 1.5–1.9
- D to C- 1.0–1.4
- Below D 0.–0.9

13. HIGH SCHOOL LAST ATTENDED *(Use code sheet)*

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14. WHAT IS THE HIGHEST LEVEL MATH CLASS YOU HAVE COMPLETED?

- None
- Basic math (arithmetic)
- Algebra I (beginning)
- Geometry
- Algebra II (intermediate)
- Trigonometry
- College Algebra/Pre-calculus
- Calculus

15. WHAT GRADE DID YOU RECEIVE IN THE LAST MATH CLASS YOU COMPLETED?

A B C D F

16. HOW LONG AGO DID YOU COMPLETE YOUR LAST MATH CLASS?

- Currently enrolled in a math course
- Less than 1 year
- 1-2 years
- 3-5 years
- More than 5 years

COLLEGE PLANS

17. PLAN TO ATTEND:

Day Evening Day and evening

18. COLLEGE UNITS PLANNED FOR NEXT TERM:

- Less than 6 units
- 6-8 units
- 9-11 units
- 12 units or more

19. EMPLOYMENT HOURS PLANNED WHILE ENROLLED:

- None
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-40 hours/week
- More than 40 hours/week

20. MOST IMPORTANT EDUCATIONAL GOAL:

- Personal enrichment only
- H.S. diploma
- Vocational training/ certificate
- Two year degree
- Transfer to a 4 year college
- Other

21. I WOULD LIKE INFORMATION ABOUT: *(Check all that apply)*

- Financial aid
- Job placement
- Child care
- Disabled student services
- Health services
- Learning disabilities
- Veterans' program
- E.O.P.S.
- Re-entry program
- Work experience
- Orientation to college
- Choosing a major
- Career planning
- Counseling
- Transferring
- Tutoring
- Study skills
- Math skills
- Reading skills
- Writing skills
- E.S.L.

22. MAJOR: Use code sheet →

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

23. HOW DEFINITE IS YOUR CHOICE OF MAJOR?

- Very
- Fairly
- Unsure

24. TRANSFER COLLEGE:

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

25. HOW IMPORTANT IS IT TO THE PEOPLE CLOSEST TO YOU THAT YOU GO TO COLLEGE?

- Not very important
- Somewhat important
- Very important

26. HOW IMPORTANT IS COLLEGE TO YOU PERSONALLY?

- Not very important
- Somewhat important
- Very important

27. ADDITIONAL QUESTIONS: *Optional*

1.	A	B	C	D	E	F
2.	A	B	C	D	E	F
3.	A	B	C	D	E	F
4.	A	B	C	D	E	F
5.	A	B	C	D	E	F
6.	A	B	C	D	E	F
7.	A	B	C	D	E	F
8.	A	B	C	D	E	F
9.	A	B	C	D	E	F
10.	A	B	C	D	E	F
11.	A	B	C	D	E	F
12.	A	B	C	D	E	F
13.	A	B	C	D	E	F
14.	A	B	C	D	E	F
15.	A	B	C	D	E	F

BEST COPY AVAILABLE

WRITE IN NUMBER

TESTS:		
	MATH	
	ENGLISH	
	READING	
	FL/ESL	
	MISC.	

WRITE IN NUMBER — FOR OFFICE USE

	A	B	C	D	E
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

B

	A	B	C	D	E
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

C

	A	B	C	D	E
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

D

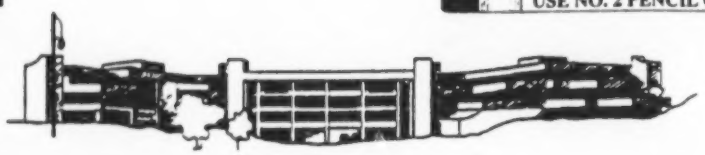
	A	B	C	D	E
51.	A	B	C	D	E
52.	A	B	C	D	E
53.	A	B	C	D	E
54.	A	B	C	D	E
55.	A	B	C	D	E
56.	A	B	C	D	E
57.	A	B	C	D	E
58.	A	B	C	D	E
59.	A	B	C	D	E
60.	A	B	C	D	E
61.	A	B	C	D	E
62.	A	B	C	D	E
63.	A	B	C	D	E
64.	A	B	C	D	E
65.	A	B	C	D	E
66.	A	B	C	D	E
67.	A	B	C	D	E
68.	A	B	C	D	E
69.	A	B	C	D	E
70.	A	B	C	D	E
71.	A	B	C	D	E
72.	A	B	C	D	E
73.	A	B	C	D	E
74.	A	B	C	D	E
75.	A	B	C	D	E
76.	A	B	C	D	E
77.	A	B	C	D	E
78.	A	B	C	D	E
79.	A	B	C	D	E
80.	A	B	C	D	E
81.	A	B	C	D	E
82.	A	B	C	D	E
83.	A	B	C	D	E
84.	A	B	C	D	E
85.	A	B	C	D	E
86.	A	B	C	D	E
87.	A	B	C	D	E
88.	A	B	C	D	E
89.	A	B	C	D	E
90.	A	B	C	D	E
91.	A	B	C	D	E
92.	A	B	C	D	E
93.	A	B	C	D	E
94.	A	B	C	D	E
95.	A	B	C	D	E
96.	A	B	C	D	E
97.	A	B	C	D	E
98.	A	B	C	D	E
99.	A	B	C	D	E
100.	A	B	C	D	E

BEST COPY AVAILABLE

COLLEGE OF THE CANYONS

STUDENT INFORMATION UPDATE

USE NO. 2 PENCIL ONLY



TODAY'S DATE	_____
SEMESTER:	
FALL	19____
SPRING	19____
SUMMER	19____

LAST NAME: _____ **FIRST NAME:** _____

SOCIAL SECURITY NO.

0	0	0		0	0		0	0	0	0
1	1	1		1	1		1	1	1	1
2	2	2		2	2		2	2	2	2
3	3	3		3	3		3	3	3	3
4	4	4		4	4		4	4	4	4
5	5	5		5	5		5	5	5	5
6	6	6		6	6		6	6	6	6
7	7	7		7	7		7	7	7	7
8	8	8		8	8		8	8	8	8
9	9	9		9	9		9	9	9	9

○ Fill in bubble here if your address has changed and enter new address:

_____

_____

DATE OF BIRTH: _____

---

1. EDUCATIONAL GOAL: Reason for attending COC (Select highest priority)

To complete one of the following college programs and <u>not</u> transfer:

○ a general education Associate's Degree (AA/AS)

○ a two year vocational Associate's Degree (AA)

○ a one year vocational certificate

To transfer to a four-year college or university

○ without completing an associate's degree

○ after completing an associate's degree

For personal development, specifically

○ discover/formulate career interests, plans, goals.

○ prepare for a new career (acquire job skills).

○ advance in current job/career (update job skills).

○ maintain a certificate or license (nursing, real estate, etc.).

○ educational development/personal development/interest.

○ improve basic skills in English, reading or mathematics.

○ complete credits for high school diploma or GED

○ **Undecided on goal**

---

2. TOTAL TIME EXPECTED TO COMPLETE EDUCATIONAL GOAL:

○ One semester ○ Three semesters ○ Three years (six semesters)

○ One year (two semesters) ○ Two years (four semesters) ○ More than three years

---

3. MAJOR FIELD OF STUDY: (Select one)

○ Art (art, photography)

○ Business (accounting, office administration, real estate, etc.)

○ Communications (journalism, speech, theater, etc.)

○ Technology (administration of justice, computer science drafting, electronics, hotel/restaurant management, wastewater management, welding)

○ English & Foreign languages (French, German, Spanish)

○ Life sciences (biology, health related)

○ Math

○ Music

○ Nursing

○ Physical Education

○ Physical Science (chemistry, geology, physics)

○ Social Sciences (child development, education, economics, geography, history, philosophy, political science, psychology, sociology)

○ Unknown

SCANTRON FORM NO. F-7481-SCCD Scantron asks that you please RECYCLE this product. © SCANTRON CORPORATION 1994 ALL RIGHTS RESERVED MS-4894-E1510-12 11 10 9 8 7 6 5 4 3 2 1

BEST COPY AVAILABLE

4. SERVICES NEEDED: (Mark all that may apply.)

⬭ Transfer counseling	⬭ Tutoring	⬭ Veteran's Benefits
⬭ Career counseling	⬭ Financial assistance	⬭ Learning disabilities assistance
⬭ Personal counseling	⬭ Health services	⬭ Employment assistance
⬭ Academic course advisement	⬭ Child care	⬭ Physical disabilities assistance

5. PLANS AFTER LEAVING COC: (Select one)

⬭ Transfer to C.S.U.N.	⬭ Transfer to other 4-year college/university	
⬭ Transfer to U.C.L.A.	⬭ Full-time employment	
⬭ Transfer to U.S.C.	⬭ Other	⬭ Undecided

6. ORIENTATION: (Mark one only.)

⬭ I attended the new-student college orientation my first semester at College of the Canyons.

⬭ I have never attended an orientation session at College of the Canyons.

⬭ I attended orientation at another college.

7. ACADEMIC COUNSELING: (Mark the statement that best applies.)

⬭ I have never met with a COC counselor to discuss my academic program or coursework.

⬭ I have not met with a counselor but know my academic program or required coursework.

⬭ I have consulted with a counselor about my coursework but have not completed a Student Educational Plan (SEP).

⬭ I have consulted with a counselor about my coursework and completed my Student Educational Plan (SEP).

8. EMPLOYMENT STATUS: (Hours per week)

⬭ Retired	⬭ 1-9 Hours	⬭ 20-29 Hours	⬭ 40 or more Hours
⬭ Not employed	⬭ 10-19 Hours	⬭ 30-39 Hours	

9. MARITAL STATUS:

⬭ Unmarried	⬭ Married	⬭ Prefer not to respond

10. NUMBER OF DEPENDENT CHILDREN:

0 1 2 3 4 or more

11. WHAT IS YOUR BEST ESTIMATE OF YOUR FAMILY'S TOTAL INCOME LAST YEAR?
(Consider income from all sources before taxes)

⬭ Less than $10,000	⬭ $50,000 - $59,999
⬭ $10,000 - $19,999	⬭ $60,000 - $69,999
⬭ $20,000 - $29,999	⬭ $70,000 - $79,999
⬭ $30,000 - $39,999	⬭ $80,000 or more
⬭ $40,000 - $49,999	⬭ Prefer not to respond

12. SINGLE PARENT/HOMEMAKER STATUS:
Your response is voluntary. This information is used for funding purposes and to identify you for special services.

Are you a:	Single Parent	(Y)	(N)
	Displaced Homemaker (Recently widowed/divorced/separated now preparing to enter workforce)	(Y)	(N)

BEST COPY AVAILABLE